



pathways to success

HUMAN RESOURCES & ORGANIZATIONAL DEVELOPMENT

Vice Chancellor
Vacant
Director of Human Resources
Vacant

Memorandum

DATE: December 16, 2004
TO: Nancy Zink – DVC
FROM: Gene Huff – Acting Vice Chancellor, Human Resources and Organizational Development
SUBJECT: Sabbatical Leave Report

I'm pleased to let you know that the Governing Board, at its meeting held on Wednesday, December 15, 2004, approved your sabbatical leave report submitted. (Board Report No. 43-E attached)

Congratulations on the completion of your sabbatical!

GH:dk

Attachment

cc: Sabbatical Leave Committee

HUMAN RESOURCES - A TEAM COMMITTED TO SERVICE

Contra Costa Community College District
500 Court Street, Martinez, California 94553
(925) 229-1000 x 1382 Fax: (925) 229-2490 www.collegesofcc.cc.ca.us

Memorandum

DATE: November 15, 2004
TO: Nancy Zink – DVC
FROM: Eugene Huff, Acting Vice Chancellor, Human Resources and
Organizational Development
SUBJECT: Sabbatical Leave Report

It is my pleasure to inform you that the Sabbatical Leave Committee recommended approval of your Sabbatical Leave Report at their November 4, 2004 meeting. Your report will be submitted to the Governing Board for approval at the December 15, 2004 Board meeting.

Congratulations on your accomplishments during your sabbatical!

EH:dk


Attachment

cc: Sabbatical Leave Committee
Chancellor's Office

HUMAN RESOURCES - A TEAM COMMITTED TO SERVICE

DIABLO VALLEY COLLEGE
Office of the President

September 14, 2004

TO: Sabbatical Leave Committee
FROM: Mark G. Edelstein 
SUBJECT: Sabbatical Leave Report – Nancy Zink

The following objectives were stated in Nancy Zink's sabbatical leave application:

Objective 1: *12 – 14 Units of upper division/graduate level classes meeting the requirements for a certificate in teaching English as a Second Language. I will be taking the course at either CSU Hayward, UC Berkeley or at another accredited university.*

Evidence: An official transcript, listing five graduate level classes in the ESL program at UC Berkeley Extension, is submitted with the report. She completed 12 semester units successfully between January and June, 2004.

I have reviewed the submitted evidence and believe she has met the specifications as outlined in her sabbatical application.

Contra Costa Community College District
SABBATICAL LEAVE APPLICATION

Name Nancy D. Zink		Date 1/8/03
College Diablo Valley College		Teaching field(s) English
Sabbatical leave period requested Spring 2004		Years of service in CCCC 12.5 yrs full time and 4 yrs part time
Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities). No.		
Indicate type of Sabbatical program (see United Faculty Agreement, Section 12.5.6) If program can be categorized by more than one type, check where applicable. <input type="checkbox"/> Institutional study (complete Form A) <input type="checkbox"/> Travel (complete Form B) <input type="checkbox"/> Professional Study and/or Creative Study (complete Form C)		
GENERAL SUMMARY OF SABBATICAL PROGRAM (GIVE A 100-WORD MAXIMUM STATEMENT)		
<p>Depending on which university I attend, I will take 12-14 units of the courses required to gain my certificate for teaching English as a Second Language. These courses are available through Extension opportunities and will provide me with the information and practice I need to update and expand my skills for teaching second language students in any of my classes: ESL, basic skills, developmental education or transfer level English classes.</p>		

Name Nancy D. Zink

VALUE TO EDUCATIONAL PROGRAM

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 1, 2, 3 and 4)

Describe how the proposed sabbatical will benefit the educational program. In particular:

1. How will it benefit students, programs, or staff/colleagues?

By taking these courses, I will be learning what the latest research identifies as the most effective strategies for teaching second language learners. While individuals in our student population have a wide range of English language fluency, I find that they do not necessarily consider their English language limitations when they choose their courses. As their instructor, I need to have a complete arsenal of techniques to enable these students to be as successful as possible, to be retained and to persist into the next level of English study. Taking these courses will help me be a stronger teacher, to remove many of the barriers my students deal with as they are working to get their education.

Also, within my department, I work on assessing students' needs in and outside of the classroom, developing new courses and updating existing ones and I mentor new English faculty through the peer evaluation process. I interview new part-time faculty and contribute to the process for identifying department needs for full time faculty. With these new courses, I will be learning more about the latest research on the problems second language learners have and how to develop curricula that will address those problems. Having this fresh perspective will enable me to work even more effectively in these various professional commitments.

Finally, returning to the other side of the desk will offer me a number of additional benefits:

- see other professionals practicing their craft, learning as a teacher from other teachers both in the front of the classroom and next to me as students
- debate theories on teaching and learning, gleaning insights from others with varied and lengthy experiences
- relive the experience of being a full time student who needs to balance commitment to school, work and family, suffering the frustrations as well as the successes, feeling the stress on individuals on the other side of the desk and utilizing that knowledge when dealing with my own students in my classes.

2. How will it enhance and/or improve your professional competence?

It has been approximately 13 years since I took any courses pertinent to my discipline, and I feel I need to go back for fresh ideas and new strategies. I need the structured, systematic development of my skills in this area so I can help students develop their own skills and strategies. Students need instructors who are responsive to their needs, flexible in their approaches to teaching and learning, as well as innovative. I think that by taking these courses, I can increase my effectiveness in the classroom, particularly with this population of students.

Through my own personal discipline and research, I have developed my strategies for understanding these students' needs and making these students more successful. But, I don't feel I can rest with what I have. Each time I go into a class, I see more second language learners, from a greater number of countries with unique language bases; I also see an increasing diversity in cultural backgrounds and levels of educational backgrounds. The courses from this ESL program will guide me in finding the current trends in language teaching. They will introduce me to the latest research on how these students learn and will offer me an opportunity to develop activities that will engage this population, that will ground them in the American culture, without having them lose their own. I want to see the latest technology and examine the software programs that can make the difference in how much language acquisition a student can gain by the end of a course. I am excited by the possibilities of discussing my craft with individuals who care about the same issues and are willing to share ideas and/or develop new ones. All of this will make me a stronger teacher, confident in the approaches I am using to support these students' education.

I also know that I can take what I learn and adapt it so that I will have more strategies to help all of my students:

second language learners, underprepared or at-risk students, students with disabilities and transfer students. Talking about what I do in one of my classes with other professionals will stimulate my thinking about my other classes and my other students. After all, I do not want to separate native speakers from second language learners; I want to find ways to bridge the gap that is often experienced by these groups, so they work together to achieve individual goals.

I know how important it is to remain current in my field. When I was part-time faculty member at DVC, returning to teaching after an eight year absence, I struggled to regain my skills. I spent long hours researching not only what I needed to teach in my classes, but how I could effectively teach it. I went back to school to rebuild my credentials for teaching in the community college. I participated in monthly workshops, enrolled in the intensive summer program offer by the Bay Area Writers Project, and finally enrolled in the academic environment of SF State to get a certificate in teaching college composition. All of these programs helped me to add layers to my knowledge and develop many skills for teaching, skills that are still helping me and my students be more effective communicators. As I work for DVC, I continue to stretch my skills, to mentor faculty, to develop courses and programs that support our ESL and basic skills programs, to offer opportunities for faculty to expand their skills and access to professional resources.

Working as the Coordinator for the Learning Center's English Programs from 1993-1999, as Nexus Coordinator from 2001 to the present and as the Project Coordinator for a FSS/FIPSE Grant focused on providing a professional faculty resource from 2001 to the present, I feel I have learned a great deal about teaching and learning. But, I also feel that my past experiences and coursework constitute only part of the requirements I need to continue to be a successful teacher. I need to reenter the rigorous academic environment to update my knowledge and skills, supplement and expand my strengths as a teacher and eliminate any areas of weakness.

3. How will it relate to your ongoing professional assignment?

Second language learners are in all of my English classes. I was hired as a generalist and I do teach the range of classes in the English curriculum from ESL, to basic and developmental reading, to developmental and transfer composition, to critical thinking. As our English as a second language population grows, more and more students with second language interferences are in my classes. I need to be able to clarify the students' needs quickly and initiate strategies that will enable them to be successful in the course, to participate fully and to gain the knowledge they need. Working with students in the full range of English classes requires me to have the additional expertise I can gain from these courses for teaching ESL, i.e., how to predict what directions and assignments can be troublesome, to identify what contextual information must be included to ensure student understanding, to clarify the basis for particular grammar problems and indicate appropriate strategies for ongoing correction, etc.

Also, I would like to teach some of the core ESL reading and composition classes. Currently I teach the pronunciation class, and I enjoy working with students who are in these classes, who have identified their desire to strengthen their basic understanding of English and to improve their ability to use it. Before I would request to teach one of these core courses, I would want the additional training the courses from the ESL certificate would provide me. Additionally, many of the current ESL courses are taught by part time instructors. While these instructors are excellent, they are not permanent. Because of the specialized skill required to teach ESL classes, these instructors are hard to replace when they leave DVC and hard to find when we add classes. Having this certificate will ensure that if I chose to teach these classes, I am the strongest teacher I can possibly be.

4. How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?

12-14 units of upper division coursework is a full time student load. I need time to go to classes, do the coursework and the assignments/projects. I also need time to synthesize what I have learned so that I can develop new strategies to use in my classroom. This time commitment for taking courses would conflict with a full time teaching commitment – preparation, teaching, grading papers, and meeting with students – and my professional commitments on committees within my department, division, and the college. When I took the Certificate for Teaching Composition, I was part time; I took three semesters to get through the program—15 units. Taking 12-14 units in one semester is a full time job.

Name Nancy D. Zink

PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 5 and 6)

Identify specific objectives and describe in detail the evidence that will accompany your report, which indicates that you have met each objective. The product of your approved sabbatical leave program will be subject to review by the Sabbatical Leave Committee at the time of making your final report. Examples follow:

Institutional study

Objective: 9 units of graduate level history courses as indicated on Form A will be taken at ... University.
Evidence: (Here you would describe the transcripts, class notes, exams, class projects, etc., you would submit as evidence of completing these units.)

Travel

Objective: Travel to archeological zones in Central America.
Evidence: (Here you would describe exactly what you plan to submit to document your sabbatical leave travel. You should specify the kinds of things you will present, like journals, artifacts, and slides, and you should give the committee an idea of the extent of the evidence by estimating the number of slides, length of the journal, etc.)

Professional study and/or creative study

Objective: Compose a musical score or write a textbook.
Evidence: (Here you would clearly indicate the scope of the project, including approximate length, an outline of the contents, description of the complexity, etc.)

Objective: 12-14 units of upper division/graduate level classes meeting the requirements for a certificate in teaching English as a Second Language. I will be taking the courses at either Cal State Hayward, U. C. Berkeley or at another accredited University.

Evidence: Official transcripts will be submitted as evidence of successfully completing these units.

Name **Nancy D. Zink**

INSTITUTIONAL STUDY

Name of Institution Cal State Hayward U. C. Berkeley Other Accredited Institution	Place of Institution Hayward, CA Berkeley, CA
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Period of Attendance January 2004-June 2004	UNDERGRADUATE LEVEL <input type="checkbox"/> Semester units to be attempted* <input type="checkbox"/> Quarter Units to be attempted *(Minimum 12 semester units) 12-14 undergraduate/graduate level	GRADUATE LEVEL <input type="checkbox"/> Semester units to be attempted* <input type="checkbox"/> Quarter units to be attempted *(Minimum 9 semester units)
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Accepted for Admission: Yes No Other

If "Yes," attach evidence of admission.

If "Other," explain:

The courses are offered through Extension and I have more than the Admissions requirements of 2 years of university course work and a working knowledge of a second language.

In general, courses should be taken for credit at an accredited institution. Please explain any other circumstances.

List courses and unit value from the institution's catalogue. In case your choice of courses is not available, please indicate substitutions. (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the scope of your studies is clearly defined.)

I have attached information about the courses I will need to take if I go to Cal State Hayward; included is a description of each of the courses. I have also attached the required courses I would need to take if I go to U. C. Berkeley.

I will take the courses during the spring 2004 semester or the winter and spring quarters in 2004, depending on the academic structure of the offering institution. All course work will be completed by June 2004.

Cal State Hayward

- Approaches, Designs and Procedures in Teaching ESL/FL I, Engl 7700 4 units
- Language Testing and Outcomes Assessment – Engl 7701 4 units
- Approaches, Designs and Procedures in Teaching ESL/FL II, Engl 7702 4 units
- English as a Second Language Practicum – Supervised Teaching – Engl 7703 4 units

U. C. Berkeley

- Fundamentals of Linguistics for ESL Teachers 3 units
- Methods and Materials for Teaching English as a Second Language 3 units
- Cross-Cultural Communications 2 units
- Second-Language Acquisition 3 units
- Methods and Materials for Teaching English as a Second Language 2 2 units
- Practicum in Teaching English as a Second Language 1 unit

Electives

- Methods of Teaching Specially Designed Academic Content 3 units
- Grammar Fundamentals 2 units
- Methods of Teaching Bilingual and English Language Development 3 units
- Teaching English Abroad 1 unit

*** A full load is considered to be 12 semester units of undergraduate work or equivalent, or 9 semester units of graduate work or equivalent at an accredited college/university.**

DEC - 9 2003

Diablo Valley College

Memorandum

December 8, 2003

TO: Greg Marvel, Human Resources

FROM: Nancy D. Zink, English Faculty

SUBJECT: Final confirmation course enrollment



This is a follow up memo with attached copies of the enrollment confirmations for the 5 courses (12 credits) I will be taking in spring 2004. Completion of these courses will fulfill my sabbatical proposal requirements.



UC Berkeley Extension #7020
 Registrar's Office
 1995 University Avenue, Suite 110
 Berkeley, CA 94720-7020
 (510) 642-4111

Enrollment Confirmation

283248

EDP # **TEACHING PRONUNCIATION AS A COMMUNICATIVE SKILL** **X339.7** **1**
 course title **GHOSH, BONU** **05/06/04** **07:00PM** course / academic # **units**
 instructor(s) **BERKELEY** **208 GOLDEN BEAR BUILDING 1995 UNIVERSITY AVENUE** beginning date & hour

location **783263** **12/03/03** **325.00 CR**
 receipt # **ENGLISH PROFESSOR** date amount
 position

Student name & address:
NANCY D ZINK
2691 SUNDANCE CT
WALNUT CREEK, CA 94598

company / agency
 Message: **PURCHASE TEXT AT FIRST CLASS MEETING**

Phone: **925 685-1230x2707**

SEE CATALOG/ BROCHURE FOR REFUND INFORMATION
 SEE CATALOG/ BROCHURE FOR COURSE INFORMATION

288HF



UC Berkeley Extension #7020
 Registrar's Office
 1995 University Avenue, Suite 110
 Berkeley, CA 94720-7020
 (510) 642-4111

Enrollment Confirmation

283216

EDP #

METHODS AND MATERIALS OF TEACHING ESL

X339.1A

3

course title

course / academic #

units

LETHABY, CAROL ANN

02/11/84 06:00PM

instructor(s)

beginning date & hour

BERKELEY

284 BERK EXT INTL CENTER 2222 HAROLD WAY

location

783263

12/03/83

425.00 CR

receipt #

date

amount

ENGLISH PROFESSOR

position

company / agency

Message:

PURCHASE TEXT AT FIRST CLASS MEETING

Student name & address:

**NANCY D ZINK
 2691 SUNDANCE CT
 WALNUT CREEK, CA 94598**

Phone:

925 685-1230x2707

SEE CATALOG/BROCHURE FOR REFUND INFORMATION
 SEE CATALOG/BROCHURE FOR COURSE INFORMATION

288HF



UC Berkeley Extension #7020
 Registrar's Office
 1995 University Avenue, Suite 110
 Berkeley, CA 94720-7020
 (510) 642-4111

Enrollment Confirmation

283372

EDP #

GRAMMAR FUNDAMENTALS FOR ESL TEACHERS

X338

2

course title

course / academic #

units

WILSON, STEPHEN A

02/02/84 06:30PM

instructor(s)

beginning date & hour

BERKELEY

182 BERK EXT INTL CENTER 2222 HAROLD WAY

location

783263

12/03/83

375.00 CR

receipt #

date

amount

ENGLISH PROFESSOR

position

company / agency

Message:

PURCHASE TEXT AT 1ST CLASS MEETING

Student name & address:

**NANCY D ZINK
 2691 SUNDANCE CT
 WALNUT CREEK, CA 94598**

Phone:

925 685-1230x2707

SEE CATALOG/BROCHURE FOR REFUND INFORMATION
 SEE CATALOG/BROCHURE FOR COURSE INFORMATION



UC Berkeley Extension #7020
 Registrar's Office
 1995 University Avenue, Suite 110
 Berkeley, CA 94720-7020
 (510) 642-4111

Enrollment Confirmation

283288

EDP # **LINGUISTICS FOR ESL TEACHERS, FUNDAMENTALS OF** **X416** **3**

course title **WEST, STEVEN** **01/27/84** **06:30PM** course / academic # **units**

instructor(s) **BERKELEY** **281 BERK EXT INTL CENTER 2222 HAROLD WAY** beginning date & hour

location **783263** **12/03/83** **425.00 CR** Student name & address:

receipt # **ENGLISH PROFESSOR** **NANCY D ZINK**

position **WALNUT CREEK, CA 94598**

company / agency **BUY TEXT AT FIRST CLASS MEETING**

Message: **BUY TEXT AT FIRST CLASS MEETING**

Phone: **925 685-1238x2787**

SEE CATALOG/ BROCHURE FOR REFUND INFORMATION
 SEE CATALOG/ BROCHURE FOR COURSE INFORMATION

288HF



UC Berkeley Extension #7020
 Registrar's Office
 1995 University Avenue, Suite 110
 Berkeley, CA 94720-7020
 (510) 642-4111

Enrollment Confirmation

283224

EDP # **SECOND-LANGUAGE ACQUISITION** **X334** **3**

course title **POPAL, SEDIQUE** **01/30/84** **06:30PM** course / academic # **units**

instructor(s) **BERKELEY** **186 BERK EXT INTL CENTER 2222 HAROLD WAY** beginning date & hour

location **322132** **12/04/83** **425.00 CR** Student name & address:

receipt # **NANCY ZINK**

position **WALNUT CREEK, CA 94598**

company / agency **PURCHASE TEXT AT FIRST CLASS MEETING**

Message: **PURCHASE TEXT AT FIRST CLASS MEETING**

Phone:

SEE CATALOG/ BROCHURE FOR REFUND INFORMATION
 SEE CATALOG/ BROCHURE FOR COURSE INFORMATION

Contra Costa Community College District
SABBATICAL LEAVE REPORT
(To be attached to a copy of the original application form.)

Name Nancy D. Zink		Date September 7, 2004
College Diablo Valley College	Sabbatical leave period of this report Jan - May 2004 -- Spring 2004 semester	
Teaching field(s) English		

GENERAL SUMMARY OF COMPLETED SABBATICAL PROGRAM
(Give a 100-word maximum statement)

I took 5 courses in the TESOL Certificate program at U. C. Berkeley Extension, courses focused on expanding my knowledge and understanding of the language learner. The linguistics course enabled me to examine the commonalities as well as the differences in languages. The language acquisition course provided me with the theories about how language is learned and practiced effectively. The methods class exposed me to additional techniques to help students enhance as well as acquire knowledge. And the grammar and pronunciation classes refreshed and affirmed my skills with identifying specific problems and offering/supplying solutions.

Name Nancy D. Zink, English Diablo Valley College

VALUE TO EDUCATIONAL PROGRAM

Briefly reflect and highlight the value of your sabbatical leave to the educational program. In particular:

1. How will it benefit students, programs, or staff/colleagues?
2. How will it enhance and/or improve your professional competence?
3. How will it relate to your ongoing professional assignment?
4. How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?

Include what you experienced and discovered during the process of completing your sabbatical.

I looked again at the sabbatical proposal I made; then I looked at what I had accomplished during my semester of classes at U. C. Berkeley. I feel I have not just met but have exceeded my goals. What I have learned I can take directly into the classroom, using the latest research on teaching and learning to augment my class preparations and strategies for helping language learners succeed. I am finding that I am able to adapt what I have learned so that all of my students benefit—both native speaker and second language learner. But I have taken more from these courses than the “book knowledge.” I have had the opportunity to work with others who are also in the field, teaching a diverse population, trying to offer the strongest possible program to their students. They have been generous in sharing their expertise, diligent in examining problems and concerns, and open to developing new opportunities and options.

With this sabbatical I was able to spend the time I needed to immerse myself in a program that required me to look at my craft and my practices in a new way, something I would not have been able to do if I were teaching and trying to piece these segments together. I also found that by taking all of the courses together, I was able to get a more complete picture of the theory, the practice, and the application. The world of the language learner is complex so having the freedom to become part of that world, to learn as much as I could about his/her needs, how those needs can be addressed and how to lessen/remove the problems/barriers they must face enabled me to go beyond the expectations of the program, to explore further as well as follow up on questions I had about specific issues relating to my students at DVC.

Already, in my English 126 classes, I have been able to help students whose errors in writing are the result of both interlingual and intralingual interferences. By knowing the reason for the error, I can help students address the problems more directly.

I have also helped a colleague with a new course, one that turns out to have a predominant second language population. We discussed possible approaches with these students, a new focus for delivering the material so as to ensure the students could understand how to use English correctly rather than just being able to recite the rules. In order to share my sabbatical with others, I have helped restart the English Best Practices committee, a committee which identifies topics of interest to the English department, then offers workshops on those topics. By sharing our experiences and our knowledge, we can strengthen our skills and strategies in the classroom.

Name Nancy D. Zink, Diablo Valley College

PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

Identify specific objectives proposed in your application and describe in detail the evidence that accompanies your report, which indicates that you have met each objective. If there are deviations, please explain. Examples follow:

Institutional study

Objective: 9 units graduate level history courses as indicated on Form A-1 will be taken at University.
Evidence: (This should parallel the items listed in the original application. Deviations must be explained.)

Travel

Objective: Travel to archeological zones in Central America.
Evidence: (Here you describe exactly what you are submitting to document your sabbatical leave travel. This should parallel the items listed in the original application. Deviations must be explained.)

Professional study and/or creative study

Objective: Compose a musical score or write a textbook.
Evidence: (The products of your study should be described. They should parallel the items listed in the original application. Deviations must be explained.)

Objective: Completed 12 semester units of graduate level classes at U. C. Berkeley Extension in their TESOL Certificate Program. In my original application proposal, I indicated I would complete either 12 or 14 semester units. (The full load for graduate units is 9 semester units. Minimum qualifications for entering the program is a B.A.)

Evidence: Official Transcripts

Name Nancy D. Zink

INSTITUTIONAL STUDY

<p>Name of Institution U. C. Berkeley</p>	<p>Place of Institution Berkeley, California</p>
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<p>Period of Attendance January – May 2004</p>	<p>Units completed semester/quarter 12 graduate level units -- semester</p>
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One copy of your official transcript must be filed with this report. Explain any deviation from your original proposal that was not approved.


Transcript Attached and includes	
Fundamentals of Linguistics for ESL Teachers	3 semester units
Second-Language Acquisition	3 semester units
Grammar Fundamentals for the ESL Teachers	2 semester units
Methods and Materials of Teaching ESL	3 semester units
Teaching Pronunciation as a Communicative Skill	1 semester unit

Diablo Valley College

Memorandum

August 2, 2004

TO: Mark Edelstein, President Diablo Valley College

FROM: Nancy D. Zink, English Faculty 

SUBJECT: Final grade report for sabbatical course

I am enclosing the official transcript for my courses at U. C. Berkeley which demonstrates my completion of the requirements for my sabbatical proposal.

Since the minimum qualification for admittance to these classes is a B. A. (and all of these courses can be directly transferred to St. Mary's in Moraga for their TESOL M.A.), they are graduate level courses rather than upper division. The sabbatical form indicates that the full load for graduate level courses is 9 semester units; I took 12 semester units.

In my sabbatical proposal, I indicated I would take between 12-14 upper division and/or graduate semester units. I chose to take all of my courses from those offered for the ESL Certificate program at U. C. Berkeley, a graduate level program offered through Extension. I also indicated that my transcript would be my final evidence of completion of the proposal.



University of California
Berkeley
EXTENSION

Berkeley, CA 94720

Transcript of Record

Page 1 of 1

MAIL TO: NANCY ZINK
2691 SUNDANCE CT
MAINUT CREEK, CA 94598

STUDENT NAME NANCY ZINK
STUDENT IDENTIFICATION # XXX-XX-4859

DEPARTMENT	COURSE NUMBER	TITLE	DATE BEGAN	DATE ENDED	GRADE	UNITS	CEU
EDUC	X416	LINGUISTICS FOR ESL TEACHERS, FUNDAMENTALS OF	01/27/04	05/11/04	A+	3	
EDUC	X334	✓ SECOND-LANGUAGE ACQUISITION	01/30/04	03/20/04	A+	3	
EDUC	X338	✓ GRAMMAR FUNDAMENTALS FOR ESL TEACHERS	02/02/04	04/19/04	A	2	
EDUC	X339.1A	METHODS AND MATERIALS OF TEACHING ESL	02/11/04	04/28/04	A	3	
EDUC	X339.7	TEACHING PRONUNCIATION AS A COMMUNICATIVE SKILL	05/06/04	06/03/04	A	1	

Grading System:

- A = excellent; B = good; C = fair; D = barely passed; F = not passed
- P = passed (grade C- or better); NP = not passed
- S = satisfactory; U = unsatisfactory
- I = incomplete (work is satisfactory, but incomplete for good cause)
- IP = in progress
- NC = not for credit
- NR = no grade reported
- R = repeatable
- Q = quarter units
- W = withdraw, without academic penalty

Work is shown in semester units unless otherwise noted.
**Concurrent Enrollment Program **Fall Freshman Program

* concurrent
r repeatable
q quarter units

University of California, Berkeley
University Extension

(SEE REVERSE FOR COURSE EXPLANATION)